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NDEA LANGUAGE INSTITUTE FOR UNDERGRADUATE GERMAN MAJORS (UNIVERSITY OF CALIFORNIA, IRVINE, JUNE 23 TO AUGUST 10, 1966). FINAL TECHNICAL REPORT. (TITLE SUPPLIED).

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DESCRIPTORS- *COLLEGE LANGUAGE PROGRAMS, *GERMAN, *INSTITUTES (TRAINING PROGRAMS), *PRESERVICE EDUCATION, *AUDIOLINGUAL METHODS, TEACHER EDUCATION, TEACHING TECHNIQUES, CULTURAL AWARENESS, NDEA LANGUAGE INSTITUTES, UNIVERSITY OF CALIFORNIA, IRVINE,

THE 1966 INSTITUTE HELD AT THE UNIVERSITY OF CALIFORNIA AT IRVINE (UCI) FOR UNDERGRADUATE GERMAN MAJORS PREPARING TO TEACH IS DESCRIBED AND EVALUATED IN THIS FINAL REPORT. EACH OF THE FOUR AREAS OF CONCENTRATION--PROFESSIONAL PREPARATION, APPLIED LINGUISTICS, GERMAN CULTURE AND CIVILIZATION, AND GERMAN LANGUAGE SKILLS--IS DISCUSSED IN TERMS OF ITS FORMS, SPECIFIC METHODS, AND SPECIAL FEATURES. HIGHLIGHTED ARE SUCH UNIQUE FEATURES OF THE INSTITUTE AS DEMONSTRATION CLASSES ON TWO LEVELS, THE USE OF THE "DISCOVERY METHOD" WHEREBY STUDENTS TRIED TO DISCOVER THE TEACHING PROCEDURE BEFORE THE THEORY WAS PRESENTED IN CLASS, REQUIRED PARTICIPANT PRACTICE TEACHING IN PEER GROUPS AND DEMONSTRATION CLASSES, AND THE USE OF RECORDINGS OF THE VOICES OF MODERN GERMAN POLITICAL FIGURES. THE REPORT ALSO DESCRIBES PRE-INSTITUTE PREPARATION AND ORIENTATION, PHYSICAL FACILITIES, STAFF-PARTICIPANT RAPPORT, RELATIONS WITH THE U.S. OFFICE OF EDUCATION AND UCI ADMINISTRATION, LECTURES, AND MATERIALS. IN THE EVALUATION OF THE INSTITUTE, MAJOR EMPHASIS IS GIVEN TO ITS IMMEDIATE AND POTENTIAL IMPACT ON PARTICIPANTS, ITS STRONG AND WEAK FEATURES, AND PROPOSED MODIFICATIONS OF THE PROGRAM FOR FUTURE INSTITUTES. APPENDED ARE LISTS OF STAFF AND STUDENT PARTICIPANTS, WITH GEOGRAPHICAL DISTRIBUTION, A STATISTICAL REPORT, THE ORIENTATION PROGRAM SCHEDULE, AND THE APPLIED LINGUISTICS COURSE OUTLINE. (AB)

ED014240

FINAL REPORT
ON THE
NDEA LANGUAGE INSTITUTE
CONDUCTED AT
THE UNIVERSITY OF CALIFORNIA, IRVINE
JUNE 23 TO AUGUST 10, 1966

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FINAL TECHNICAL REPORT
ON THE INSTITUTE FOR: Undergraduate German Majors

CODE: 1 - 2

AT: University of California, Irvine, California

DATES: (From) June 23, 1966 (To) August 10, 1966

SUBMITTED BY: John D. Lindberg
(Director)

FL 000 336

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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I. INTRODUCTION

During the Summer of 1966 the University of California, Irvine conducted an NDEA Summer Language Institute for Undergraduate German Majors Preparing to Teach. The purpose of this Institute, held under the auspices of the U. S. Office of Education, was to help participants improve their professional preparation by providing a well-integrated program of study designed to accomplish the following objectives:

1. Up-grade the participants' language skills through intense audio-lingual drill in German, coupled with a systematic review of German grammar.

2. Make the participants aware of the underlying causes of the multiple problems encountered by English speakers learning German through a study of comparative phonetics and applied linguistics.

3. Acquaint the participants with the latest audio-lingual foreign language teaching techniques by having them observe appropriate demonstration classes.

4. Introduce the participants to new instructional media and evaluate all books and correlated teaching devices presently available for teaching German on the high school level.

5. Familiarize participants with the language laboratory, its functions, its uses, its problems and its application to high school teaching.

6. Give the participants new insights into the rich cultural heritage of Germany and acquaint them with present-day economic conditions and social patterns in that country.

This program is analyzed and evaluated in the following pages, and recommendations are made regarding possible improvements for future institutes of this type.

II. SPECIAL REPORT

The program of the Institute was divided into four main areas, Professional Preparation, Applied Linguistics, German Culture and Civilization and German Language Skills. Comments will be summarized accordingly.

1. Professional Preparation

This field was covered by demonstration classes on the beginning and intermediate levels and by the Professional Preparation Course, all of which were taught by Professor Gustave Mathieu as an integrated program combining theory, observation, and practice.

It was the consensus of the participants that the Professional Preparation Course was the most useful of all the courses taught at the Institute since it had the most direct applicability to their future teaching careers. Some of the participants who had never been exposed to modern teaching techniques went so far as to describe it as a "revelation."

Typical student comments were as follows: "Without the method course I would have been completely lost". "The Institute gave me the opportunity to practice teaching and to feel comfortable in a method to which I was previously strongly opposed." " I now feel much better equipped to walk into a classroom."

The following report was submitted by Professor Mathieu:

"The Demonstration Classes on two levels proved to be a valuable asset by showing the participants that the audio-lingual, or Fundamental Skill Method (FSM), combines the intensive development of skills with a humanistic, i.e., cultural-literary, orientation.

The Demonstration Classes met five times a week for 50 minutes. In Level I thirty-two students completed the course; in Level II, twenty-eight. The large enrollment permitted the establishment of the same type of situation that a H.S. teacher would face in reality and proved to be convincing argument that FSM could be used with large classes.

Extensive use of the tape recorder in class and language laboratory was made throughout the courses. In Level II an explication de texte of a poem was made to demonstrate a method of strengthening facility with the language while delving into literature.

This year more than in any past year, the participants were required to engage in practice teaching, which was started on the third day of the course and continued throughout the program. This practice teaching took four forms:

1). Following a demonstration and discussion of a specific procedure, i.e. Directed Dialog, a Pattern Drill, Conversation Stimulus, etc., the participants engaged in peer teaching in small groups. Seven groups were created according to their language proficiency. Each group had a near-native speaker as monitor for maintaining proper pronunciation. The seven groups adjourned for twenty minutes to adjoining classrooms, and the professor visited each group in turn, giving advice and offering criticism.

2). During the Demonstration Classes the professor started an exercise, then called on a participant and asked him to continue the exercise. During every demonstration class, at least four participants were thus given a chance to teach the high school students.

3.) On several days teams of participants were asked to teach the entire class. The day before, the professor planned the lesson with the five participants, who then taught the class, each taking one exercise in turn.

4.) The professor for methodology was also in charge of the overall program in the 11 o'clock oral skills program. As a result, he could ask the several instructors to give the participants an opportunity to teach each other specific exercises, thus combining their own language development with practice in teaching.

A further innovation devised to involve the participants in class observation was the following: During each demonstration class observed, the participants were required to write observation reports such as"Ineffective Procedures Observed," "Analysis of the Lesson Plan," "Preparation of the Lesson Plan for Tomorrow's Class Based on Today's Lesson," Analysis of a Specific Exercise Being Introduced for the First Time," etc. The latter assignment in particular allowed the use of the "discovery method" in teaching. Participants were asked to "discover" the teaching procedure for a specific exercise before the professor actually presented the theory in class. As a result, much time was saved in the presentation of theory, more time given to practice, and above all, it engendered vigorous interest in the method being observed. Each participant became, so to speak, a researcher-observer trying to discover through analysis the steps in the teaching of specific exercises.

The written reports were read by the instructor, commented upon, and returned to the participants.

The text used in the demonstration classes was A-LM. Great care was taken, however, to insure that no one viewed this text as the only possible one for an audio-lingual approach. Exercises from Hören und Sprechen were demonstrated along with exercises from A-LM and each participant was given the Holt text. Furthermore, special demonstration of the Holt program was given by one of the Institute staff members who teaches with the Holt program . Other German high school texts were discussed and put on display."

Director's comments: "No problems whatsoever arose in connection with the demonstration classes and the professional preparation course, which fully achieved their objectives. This director feels, therefore, that in possible future institutes these courses should be taught without major modifications.

2. Applied Linguistics

This course was taught most expertly by Professor Herbert Penzl and on the whole participants responded favorably and worked very hard to assimilate the material presented to them. Dr. Penzl's approach was practical rather than theoretical and his main objective was to introduce the participants to the basic principles of linguistics in order to show them how a knowledge of these principles can be helpful in the teaching of German.

The course was divided into three main sections: phonology, morphology, and syntax. All concepts were first introduced in the lectures, which were given entirely in German, and their assimilation was facilitated by correlated assignments from the two text books used, W. G. Moulton's The Sounds of English and German and J. W. Marchand's Applied Linguistic: German, A Guide for Teachers. Upon Professor Penzl's recommendation it was decided to dispense with H. L. Kufner's The Gramatical Structures of English & German, which in his opinion did not present the material in question in the way in which he intended to introduce it in his lectures.

Expository lectures were followed by discussion periods in which concepts were clarified and illustrated by means of examples taken from both German and English. Here too the main emphasis was placed on the practical applications of Linguistics, i.e., the problems encountered in class room situations due to interference both in articulation and in syntax. While many participants felt that this course, which presented material entirely new to them, was difficult, they agreed that Dr. Penzl's presentation was outstanding. For an outline of the program of this course please refer to Appendix J.

The following report was submitted by Dr. Penzl:

"The main objective of this course was considered to be an understanding of the sound and grammatical structures of German constrasted with their equivalents in American English to the extent it is essential for a teacher of German of English-speaking students. A brief treatment of the background of German (including its historical relationship with English, its periods, main dialects) was included primarily because of the contents of the MLA-test in

in Applied Linguistics administered to the participants.

The two text-books used were both written to provide the necessary contrastive treatment of German vs. English. Moulton's Sounds of English and German (with some omissions) proved as useful as ever. It may be advisable to insist that the class use the IPA-transcription instead of the Moulton adaptation because of its use in German reference books. A treatment of the relationship between German conventional orthography and its pronunciation has to be included.

Marchand's treatment of German grammar proved less satisfactory for the participants and the instructor, not so much because of occasional inaccuracies, but because of its arrangement, controversial presentation and analyses. It may be preferable to provide a 15-20 page syllabus to the participants. This syllabus would have to consist at least of a listing of all German forms (I prepared a summary of verbal forms on two pages for the participants), and detailed examples of analysis of German forms, phrases, and sentence-types including references to standard sources, e.g. grammars by Schulz-Griesbach, Duden, Curme, etc. and to the particular books used in other classes of the Institute."

Director's comments: In view of the considerable amount of material covered in this course, this director is of the opinion that four class periods a week are not sufficient. The experience gained in last year's Institute at Pomona College corroborates this impression. In view of this, it was decided that in a possible future NDEA Institute at the University of California, Irvine, five class periods a week would be dedicated to the Applied Linguistic Course. In the opinion of Professor Penzl this will make it possible to treat the different topics more thoroughly, as well as provide much needed additional time for discussion at the end of each lecture.

3. German Culture and Civilization.

This course was designed to enable participants to gain widespread perspectives of German civilization both with a view to increasing their understanding of German cultural patterns and in order to provide them with background material for their third, fourth, and fifth year German classes.

The following texts were used to supplement the expository lectures:

a. W. Gössmann, Deutsche Kulturgeschichte im Grundriss.

b. M. Schulz, Aus deutscher Vergangenheit

c. W. Mönch, Deutsche Kultur von der Aufklärung bis zur Gegenwart.

The most useful of these was Schulz's Aus deutscher Vergangenheit. Gössmann's book proved to be somewhat difficult for the lower third of the participants, whose command of German was too limited to permit them to read this type of material without constant recourse to a dictionary. Although Gössmann's book is satisfactory up to the Twentieth Century as far as the subject matter is concerned, the latest period is not presented clearly and in the proper perspective. The difficulty was resolved by assigning students selected chapters from Fritz Ernst's Die Deutschen und ihre jüngste Geschichte (Urban Bücher), which was found to be most useful.

The participants had no difficulty in following Professor Meyer's lectures and only the very weakest among them availed themselves of the opportunity of hearing the lectures over again on tape in the language laboratory. It must be mentioned here, however, that the fact that Professor Meyer regularly handed out sheets summarizing the most important points of his lectures, and listing proper nouns, etc., greatly facilitated the participants' understanding of the material covered. A mid-term and a final were administered, comprising 60 and 120 multiple choice questions respectively, and the almost uniformly high scores achieved by the participants showed that the lectures had been effective.

The following report was submitted by Professor Meyer:

"The general approach of the course was:

1. To avoid cultural propaganda of some 'civilization' courses.

2. To place major German cultural figures and accomplishments in context of larger European milieu of any given era -- 'No man is an island....'.

3. To restrict emphasis upon a limited number of phenomena, aspects, and personalities and thus avoid memorization of lists of names for pure quantity's sake.

4. To promote a sense of depth and understanding for German society and culture.

5. To make students aware of the problem (and some explanations) of the unique tragedy of German civilization and culture, namely its disintegration from Goethe to the gas ovens, and the dilemmas of rebuilding from the ruins of 1945.

In order to achieve these objectives,an endeavor was made to bring history to life by using wherever possible, recordings of voices that have made German history in recent times, Hitler, Goebbels, Heuss, Adenauer, Gerstenmaier, etc. It was felt to be particularly important here to emphasize personalities since the Nazi period, so that the more immediate and constructive past could be heard from.

The main dilemma of the course proved to be how to integrate all the material on the modern characteristics of Germany with her great tradition in art, literature, music,architecture, and with her political and socio-economic development without overstuffing the students. Another problem was how to bring in a clear conception of what is going on in East Germany, a phenomenon that is at the very central point of any contemporary discussion of German civilization."

Director's comments: The combination of a chronological and topical approach proved very successful. Due to the limitation of time the emphasis was placed on sociological, economic, and political questions. This director feels that in a possible future institute a greater share of the time should be devoted to painting, architecture, and music.

4. German Language Skills.

Work in this area was divided as follows:

a. Oral Expression - 5 hours a week.

b. Advanced Grammar and Composition - 3 hours a week.

c. Literary Analysis and Interpretation - 2 hours a week.

d. Guided Conversation - 2 1/2 hours a week.

e. Listening-Comprehension Clinic - 1 hour a week.

A brief description of these courses is given below:

a. Oral Expression.

Students were divided into six sections. The entire class period was devoted to dialogues and pattern drills taken partly from the A-LM text, and partly from a new audio-lingual text, Rogers & Watkins, German Through Conversational Patterns.

b. Advanced Grammar and Composition.

Participants were divided into four sections. The top three sections, comprising students who already had a good command of the language, worked through Russon's Advanced German Course. Each week certain sections of the text were assigned and then patterns based on these sections were practiced in class. Every week the students were required to write a composition and some time was devoted to stylistics.

After introducing the students to the basic techniques involved in writing a good composition in German and after discussing with them the main types of compositions they were given assignments related to their work in the Literary Analysis and Interpretation course.

The lowest section, comprising students whose command of the language was poor, concentrated on a review of the fundamentals of grammar.

c. Literary Analysis and Interpretation.

Since the majority of the participants had a good command of German it was possible to carry the development of literary insights beyond the pre-occupation with fundamental language skills. The aim of this course was to introduce the participants to

modern methods of literary interpretation, the ultimate objective being to teach them the techniques of presenting works of literature to their high school classes. Here again the participants were divided into four relatively homogeneous groups so that classes could be conducted in seminar form. The text used was Edgar Neis, Wie interpretiere ich Gedichte und Kurzgeschichten . During the first three weeks three structurally different short stories by Ilse Aichinger were read, discussed and interpreted on the basis of the corresponding sections in the text book. Since each one of these stories is discussed and interpreted in Neis, the students obtained guide lines along which to analyze and interpret different types of short stories. Thus the students were prepared for applying the same principles to simpler stories, Borchert's Die Küchenuhr and Das Brot, suitable for presentation to third year high school classes, which were dealt with in the fourth week. The procedure adopted was the following: In each section the teacher would call on one of the students to present an interpretation of the story to his fellow students who acted the part of high school students. One class period was spent on each story and the consensus of the students was that these sessions and the extended guided discussions following each interpretation had been very profitable. During the last two weeks a similar tenchique was followed in dealing with poetry. After assigning the corresponding sections in Neis, Goethe's Erlkönig was interpreted in class and the way this ballad could most effectively be presented in a high school class was discussed. Similar procedures were followed with other poems treated in detail in the text book. On the whole an effort was made to base the course on the text book which contains good introductions to poetry and short stories and their interpretation and which could therefore continue to serve the students as a reference work after they left the Institute. Most of the students felt that this course had been particularly interesting and that they had greatly profited from it.

d. Guided Conversation.

For the purpose of this course participants were divided into six sections. As envisaged in the Plan of Operation, the guided conversation classes were dedicated mainly to a discussion of the subject matter presented in the preceding German Culture and Civilization lecture. In the more advanced groups the enthusiastic response to these lectures often sparked

lively discussions which sometimes lasted for well over the 30 minute period foreseen for this course. The instructors encouraged the participants to speak as much as possible, discussing topics related with the culture lecture amongst themselves, with the instructor merely acting as moderator. In this way the participants had a chance to employ some of the new vocabulary learned in the preceding culture lecture and to acquire more fluency in the target language. In the lower sections, however, instructors often had to dedicate part of this class period to clarifying some aspects of the preceding lecture that had not been fully understood by the participants.

e. Listening-Comprehension Clinic.

The participants were grouped in four groups according to their performance on the Listening-Comprehension Part of the Test Proficiency for Advanced Students and Teachers. A special shelf of Listening Comprehension materials was made available and each group assigned practice on Tuesday and Thursday for half an hour. These materials were: A-LM Listening Comprehension Tests Levels I, II and III; Holt, Hören und Sprechen, Listening Comprehension tests; Hör zu und Rat Mit (Listen and Guess, McGraw-Hill); Auditory and Reading Comprehension in German (College Entrance Book Co.); Das deutsche Leben Series (EMC Corporation).

Students were required to answer the multiple choice questions after listening to the tapes. The Teacher's Book with the correct answers was then made available to each participant to check out his performance and, if necessary, do the exercises again.

CONCLUSION

With the exception of minor modifications the program of the Institute was carried out exactly as envisaged in the Plan of Operation.

The instructors performed their tasks with enthusiasm and the participants responded by working zealously and on the whole made a determined effort to avail themselves as far as possible of the opportunity for learning offered by the Institute.

Thus, in the opinion of this director, the objectives outlined in the Introduction to this report have been achieved in the measure in which this was possible within the short time span of the Institute.

III. Evaluation

1. Relations with the U. S. O. E.

Our Proposal was accepted by the U. S. Office of Education with only minor modifications. These were incorporated into the Plan of Operation, which in turn, was approved most expeditiously. Our contract, as well as the corresponding funds, was received in good time, and this director wishes to express his appreciation of the cooperation of the staff of the Institute Section in the implementation of this program.

2. Relations with UCI Administration

This director enjoyed the full support of the UCI administration at all stages of the Institute program. In spite of the fact that this was the first year of operations of this campus of the University of California and pioneer work had to be done in many areas, no serious difficulties arose, and all phases of the program were carried out as planned.

As regards financial matters, the cooperation of the UCI business office was exemplary. All checks for staff salaries, participants' stipends, and expenses were invariably received on time, and in general, the attitude of the officials in charge of administrating the NDEA Institute funds was one of helpful cooperation.

In all other respects the NDEA Institute functioned as an autonomous entity and in accordance with the guidelines laid down by the U. S. O. E., this director was left completely free hands as far as the implementation of the academic curriculum was concerned, etc.

3. Pre-Institute Preparation

Four thousand brochures were printed and distributed to the following:

a) Chairmen of German departments at all colleges and universities listed in the PMLA Directory.
b) Participants of last year's NDEA Institute for Undergraduate German Majors Preparing to Teach, for distribution to students at their respective institutions.
c) All directors of NDEA Institutes, for distribution to students at their respective institutions.

The response to this publicity was favorable: Inquiries were received from 179 qualified students, to whom application packets were subsequently forwarded. One hundred forty-seven completed applications were received and carefully screened by the selection committee, consisting of the director and Professors Otto Sorensen and Wilm Pelters. The application forms were rated individually by each member of the committee. The director then correlated the evaluations and made the final decision regarding selectees and alternates. This proved to be a particularly arduous task, since the overwhelming majority of applicants was well qualified. The problem was solved by selecting participants on the basis of the following criteria, in addition to those established by the requirements for eligibility:

a) An effort was made to insure the widest possible geographical representation in order to give nation-wide diffusion to this program. For the geographic distribution of applicants and participants, see Appendix B.

b) Preference was given to applicants from smaller colleges and universities, which presumably did not offer Methods and Applied Linguistics courses.

On the whole, the selection committee must be commended on having done an outstanding job, since the participants were of an unusually high caliber and worked very hard.

Only two of the selectees did not accept our invitation to participate. They were replaced from the list of alternates. Two additional selectees withdrew later for personal reasons, and these vacancies were also immediately filled from the list of alternates. All participants on the final list of selectees duly completed the program of the Institute. For a roster of the participants, see Appendix B.

4. Orientation of Participants

Two memoranda were mailed to the selectees, in which information about the Institute was given. During the afternoon of the day on which the participants were scheduled to arrive, a reception committee was on hand in the residence hall to register each participant as he came in. That evening a general orientation meeting was held in the lounge of the residence hall in which the director welcomed the participants, introduced the staff

to them, and asked them to introduce themselves. On this occasion a third memorandum, containing additional information about the Institute, was handed out, as well as an Orientation Program, covering pre-Institute testing, etc. For copies of the memoranda addressed to participants, please refer to Appendix H. A copy of the Orientation Program will be found in Appendix I.

5. Physical Facilities

All participants were housed in two of UCI's new bungalow-style dormitories, and accommodations were found to be comfortable. The Institute director also lived in one of the dormitories, as did four of the staff members.

There were frequent social get-togethers in the different lounges of the dormitories, and there was a congenial atmosphere throughout the course of the Institute.

Institute participants had the exclusive use of a dining hall in the new UCI cafeteria, and the students were enthusiastic in their praise of the food provided. Breakfast was informal, but language tables were organized for lunch and dinner, with one staff member and five participants at each table. Participants were rotated every week in order to provide fresh stimulous for conversation and opportunities for the participants to get to know one another.

The cost of housing and meals was $259 for the seven weeks on the basis of $15 a week for room and $22 a week for three meals a day for five days, no meals being served on Saturdays and Sundays.

Payments of stipends to participants were made in two checks, one in the amount of room and board for the period of payment and one for the balance of the stipend due. The check for the amount due for room and board was endorsed by the participant and returned to the University. The first stipend payments, covering a three-week period, were made on June twenty-third; the next payments, again covering three weeks, were made on July fifteenth; and the final payment, covering the last week, was made on August ninth.

Participants were particularly pleased with the recreational facilities available, and because of the exceptionally hot weather, they availed themselves amply of the pool privileges extended to them.

6. Field Trips

Every week end informal excursions were organized to nearby beaches. There was only one major field trip in which all participants took part, an excursion to Ensenada, Mexico. The participants left early on Sunday morning, accompanied by several members of the staff, and returned late that night. This excursion was of particular interest to participants who were from out of state and not only provided much-needed relaxation but also an opportunity for singing German songs.

7. Participants' Communication with Director and Staff

As already mentioned, the director lived in one of the dormitories, mingled freely with the participants, and therefore, was available at all times for consultation. The non-resident staff was encouraged to hold regular office hours, and on the whole, the communication between participants and staff appeared to be satisfactory.

An outstanding job was done by Mrs. Bertl Werny, head resident, who dedicated many evening hours to tutoring the less advanced participants and to enccuraging the weaker students, who spirits at times were flagging due to the relentless pressure of work.

The director had ample opportunity to get to know each one of the participants personally and similarly offered advice and encouragement whenever needed.

8. Full-time vs. Part-time Staff

No part-time staff was employed except clerical help. All the academic staff served on a full-time basis, and each member of the faculty was fully committed to the program and the objectives of the Institute.

9. Regular Faculty vs. Visiting Faculty

The experience acquired last summer convinced this director that it is preferable to rely on the services of regular faculty as far as possible. Although the visiting staff members performed their duties satisfactorily and on the whole were dedicated to the Institute program, the very fact that they were not associated with this institution and that this, therefore, was not their Institute did not give them the incentive to make the additional efforts, far beyond the call of duty, which were made by the UCI staff members. The exception here was Mrs. Bertl Werny, who as already mentioned, gave unstintingly of her time and efforts.

10. Lecturers

As envisaged in the Plan of Operation, there was one guest speaker who gave two lectures, Professor Richard Exner from the University of California, Santa Barbara, and two guest lecturers, delivering one lecture each, Professor Jost Hermand from the University of Wisconsin and Professor Franz Bäuml from the University of California, Los Angeles.

. . Professor Exner, who took the place of Professor Steinhauer, spent two full days at UCI and met with students informally during meals as well as during discussion groups organized to comment on his lectures and on topics related to modern literature. This contact proved valuable to the students and was much appreciated by them.

There can be little doubt that when dealing largely with participants of Code 1-2 caliber, lectures by eminent guest speakers are most stimulating, and this director believes that this aspect of the Institute program should be expanded in future institutes.

11. Unique Features

A unique feature of the UCI NDEA Institute was the two-level demonstration class conducted by Professor Gustave Mathieu. By observing the principles of the FSM on an advanced level of instruction, participants were shown the validity of the audio-lingual approach on every level of instruction, and this, more than anything else, contributed to their conversion to the new faith. Usually demonstration classes at NDEA institutes are conducted on

the beginning level only, with the result that the participants remain skeptical regarding the possibility of applying the FSM approach in their second- and third-year courses.

12. New Materials

Besides transparency sets and other audio-visual instruction aids demonstrated in the Professional Preparation course, several evenings were dedicated to instructional films which illustrated modern teaching techniques such as "In the National Interest" and "Modern Techniques in Foreign Language Teaching."

Furthermore, a Materials and Study Center was established in one of the rooms contiguous to the class rooms to serve the following purposes:

a) Place on exhibition all audio-visual aids on the market today.

b) Introduce the participants to texts on all levels of instruction.

13. Participants' Most Significant Experience

On the whole, the participants felt that the most significant aspect of the Institute was their constant exposure to the target language, which they likened to a sojourn in a German-speaking country. Many, however, also pointed out that an equally rewarding feature of the Institute was the experience of coming into contact with an exceptionally fine group of professors.

14. Change in Participants' Attitudes

The participants were unanimous in their praise of Dr. Mathieu's demonstration classes and the Professional Preparation course, which they felt had been the most valuable features of the Institute program. Most of them felt that the instruction in new teaching techniques had been a revelation, and they stated that they felt much more confident about entering their teaching careers as a result of having received this instruction from such an outstanding specialist.

15. Follow-Ups

Provisions have been made for sending a questionnaire to the participants in about six months' time, when they will have acquired the necessary perspective, in order to find out to what degree the different aspects of the Institute program have been of benefit to them and which changes, if any, they would recommend making in the curriculum of future institutes.

16. Major Strengths of the Institute

The strongest feature of the UCI NDEA Institute was undoubtedly the caliber of the staff. The University of California, Irvine, was fortunate in securing the services of nationally-known experts in the fields of Professional Preparation (Gustave Mathieu), Applied Linguistics (Herbert Penzl), and German Culture and Civilization (Henry Cord Meyer). All participants expressed their appreciation of being able to study under such outstanding teachers and scholars.

Next to this, the salient positive feature of the UCI NDEA Institute was the unusually fine esprit de corps, which prevailed throughout its course and which was probably due to the selection of an outstanding group of participants who almost without exception were eager to learn and to benefit to the fullest extent from the unusual educational opportunities offered to them under this program. As a result of this, all students spontaneously and with remarkable consistency adhered to the rule of speaking only German at all times, and the resulting total immersion in the target language proved to be beneficial to all the students but most particularly to those who were least advanced in the aural-oral language skills. Due to the fact that the participants were very much aware of their common interests and were on the whole quite pleased with the program of the Institute and its physical facilities, there was a congenial atmosphere and a cordial relationship between participants and staff.

17. Major Weaknesses

The Institute program was put into practice as envisaged to the satisfaction of both the staff and the participants, and no major weaknesses were revealed. Minor weaknesses mainly related to textbooks and similar matters have been discussed in Part II above.

18. Major Problems

The major problem of the UCI NDEA Institute was not related to the Institute program itself or to the University. It was due to the fact that the Irvine campus of the University of California is located in a relatively isolated area, three miles from the nearest community, and that there was no public transportation available. It quickly became apparent, therefore, that in order to give the students access to stores, churches, etc., some sort of organized transportation would have to be made available, and the problem was solved by the University of California, Irvine, leasing two station wagons, which performed a shuttle service between the campus and Corona del Mar.

It may be added here that this problem will be less serious in any possible future institutes, since the town of Irvine, which is springing up around the University, is growing very rapidly, and while there were no stores at all open this summer, next year there will be a market, a dry goods store, a barbershop, and a book store within walking distance of the campus.

19. Proposed Changes

a) Objectives: The objectives of the UCI NDEA Institute for Undergraduate German Majors Preparing to Teach, as outlined in the Introduction of this report, were found to be most worthwhile, and the program of the Institute was well-suited to attain them. Minor improvements related to the courses offered have been discussed under Part II above. There are only two additional points to be raised here:

1) Quite a few of the weaker students sought out the resident instructors in the evening for remedial work in grammar, etc. Since, unfortunately, in every institute there will be some such students, provisions should be made for this in a future proposal by setting up specific hours for evening tutorials, on an optional basis, of course, rather than relying on the good nature and cooperative attitude of some staff members who happen to be available.

2) If at all possible, the guest lecturer program should be expanded, as already discussed under Point 10. above. Every guest speaker not only enriches the program by the impact of his personality and his

ideas but also gives the students a chance to hear different German intonations and different oratorial techniques in German. This is particularly important, since as already mentioned, we have given preference, and would do so again under similar circumstances, to participants coming from small liberal arts colleges which do not usually have eminent professors on their staffs and, indeed, often do not even have professors lecturing in German. It is thus doubly stimulating for participants of this type to be exposed to some of the top members of the profession, and additional funds allocated for this purpose would certainly be well invested.

b) Optimum Number of Grade Levels: Does not apply.

c) Beginning Dates: Our beginning date, June 23, 1966, appeared to be satisfactory to everyone concerned.

d) Optimum Number of Weeks: Seven weeks appeared to be the optimum for an institute, such as the one conducted this summer at the University of California, Irvine.

e) Optimum Number of Participants: Forty-four participants had been proposed by this director for the 1966 UCI NDEA Institute not because this is an optimum number for an institute of this type but rather because there was very little experience to indicate how many desirable applicants would actually apply. Thus, to be on the safe side, it was felt that it would be better to restrict the number of participants to the smallest workable limit. It quickly became apparent, however, that we could have filled the Institute three times over with highly-qualified and desirable students, eager to come to Irvine. This is the reason why for a possible institute in 1967 we have proposed fifty-six participants, this being in the experience of this director the optimum number for a summer language institute.

f) Participants' Code: Although we had aimed for Code 1-2 participants, we found that at least one-third of the students, although qualifying themselves in Code 2, were really of Code 3 caliber, and some were even inferior to that. This, however, caused only minor problems, which have already been discussed in Part II above, and on the whole, due to the preponderance of Code 1-2

participants, it was possible to conduct instruction in the lecture courses on a high level, and in fact, the Code 3 participants who found themselves immersed in this environment actually profited more from the experience, since they were straining to keep up with their fellow students.

g) Distribution of Time: The proportion of free time to class time appeared to be correct, although some participants complained about not enough free time.

h) Emphasis on Substantive Content vs. Teaching Skills: This director feels that there was a sound balance between courses dedicated to subject matter and those contributing directly to the participants' teaching skills.

i) Ratio of Staff to Participants: The ratio of eleven instructors to forty-four participants appeared to be most satisfactory.

j) Budget: The budget was found to be adequate in every respect with the exception of the funds allocated for printing expenses. Due to the fact that we had to print our own application blanks and letter of recommendation forms, this item in the budget had been underestimated.

CONCLUSION:

The program described and evaluated above has in the opinion of this director contributed materially to preparing the participants for a successful teaching career. While some of them at times felt that the pressure of work was excessive, on the whole, they greatly appreciated the determined efforts made by the staff to contribute to their professional improvement. This genuine appreciation was one of the most rewarding features of the Institute for all members of the staff, and this director wishes to express his appreciation to the U. S. Office of Education for making this experience possible.

Respectfully submitted,

John D. Lindberg

John D. Lindberg
Director

STAFF

Director

JOHN D. LINDBERG, Ph.D., Assistant Professor of German, University of California, Irvine, California.

Instructors

ELKE TOLKSDORF ANDERSON, B.A., Teaching Assistant, University of California, Los Angeles, California. Mrs. Anderson, a native of Germany, taught Oral Expression, Guided Composition, Literary Analysis and Interpretation, and Guided Conversation.

LIA FREDE, M.A., Teaching Assistant, University of California, Los Angeles, California. Miss Frede, a native of Germany, taught Oral Expression, Guided Composition, Literary Analysis and Interpretation, and Guided Conversation.

GUSTAVE MATHIEU, Ph.D., Professor of German, California State College at Fullerton, California. Dr. Mathieu, a native of Germany, acted as Associate Director and taught the Demonstration Classes and the Professional Preparation course.

HENRY CORD MEYER, Ph.D., Professor of History, University of California, Irvine, California. Dr. Meyer taught the German Culture and Civilization course.

WILM A. PELTERS, Ph.D., Assistant Professor of German, University of California, Irvine, California. Dr. Pelters, a native of Germany, taught Oral Expression, Guided Composition, Literary Analysis and Interpretation, and Guided Conversation.

HERBERT PENZL, Ph.D., Professor of German, University of California, Berkeley, California. Dr. Penzl, a native of Austria, taught the course in Applied Linguistics and directed the Pronunciation Clinic.

OTTO M. SORENSEN, M.A., Acting Assistant Professor of German, University of California, Irvine, California. Mr. Sorensen taught Oral Expression, Guided Composition, Literary Analysis and Interpretation, and Guided Conversation.

Language Laboratory Supervisor

BRIGITTE LABRENTZ, B.A., Teaching Assistant, University of California, Irvine, California.

UCI NDEA INSTITUTE

1966

UNDERGRADUATE GERMAN MAJORS PREPARING TO TEACH

BESS, Reginald West Virginia State College 350-36-2630	P. O. Box 191 Yukon, West Virginia
BIEGL, Katharina UCLA 553-62-7541	3605 Fernwood Avenue Lynwood, California
BREU, Brigitta University of Wisconsin 396-42-5134	4067 North Seventh Street Milwaukee, Wisconsin, 53209
CRAPO, Richley Cal State College-Fullerton 548-66-5303	1300 Henderson Way La Habra, California, 90631
DAVIDSON, Paul Lawrence Syracuse University 287-40-1206	385 E. 232nd Street Euclid, Ohio, 44123
DAVIES, Catherine Evans Pomona College 527-84-3978	4100 Avenida del Cazador Tucson, Arizona, 85718
DEXHEIMER, Edward M. Colorado College 344-38-9055	Three Park Place R. R. 5, Kankakee, Illinois
DiDONATO, Robert Canisius College 201-34-3446	104 S. Second Street Greenville, Pennsylvania, 16125
DONALDSON, Randall Paul Pomona College 552-64-4569	541 N. Dover Road Covina, California, 91722
GILES, Stanley H. Utah State University 529-50-8482	540 Twenty-first Street Ogden, Utah
GOLDSTEIN, Jerald Edward Clemson University 145-40-6632	173 Summit Road Union, New Jersey, 07033
GROSS, Ruth Vera Northwestern University 326-42-8780	721 Sheridan Road Evanston, Illinois, 60202

HARTMANN, Ilka Maria University of the Pacific 571-76-2139	1542 South Tuxedo Avenue Stockton, California
HEERSPINK, Myra Jean Calvin College 366-46-6182	229 West 18th Street Holland, Michigan
HENNIG, Dietlinde La Sierra College 562-74-6267	812 S. Main Street Corona, California, 92505
HILSCHER, Arthur Edward Rutgers University 135-34-5745	Alvine Rd., RD 1 Elmer, New Jersey
HOFFMAN, Mary M. Cal State College-Fullerton 564-52-6105	13802 Cork Street Garden Grove, California
JOHNSON, Lathrop Park Princeton University 006-42-8437	P. O. Box 1505 Teheran, Iran
KEGG, Janet Mae The Ohio State University 271-42-1557	531 S. Terrace Avenue Columbus, Ohio, 43204
KINZIE, Mary Louise Northwestern University 343-36-9296	155 Church Road Winnetka, Illinois, 60093
KIRST, Carol Jean University of Kansas 500-50-6724	1615 Nichols Springfield, Missouri
KOFFMAN, Monica Ann Wagner College 098-36-5163	175 W. 73rd Street, Apt. 13H New York, New York, 10023
LELEPS, Vija Daina University of Minnesota 471-48-5215	3340 Emerson Avenue South Minneapolis, Minnesota, 55408
LÜERS, Dita-Erika Willamette University 544-48-0492	195 Eighteenth Street, S. E. Salem, Oregon, 97301

MacKERCHER, Heather Laurie Pepperdine College 558-80-2380	901 La Brea Drive Inglewood, California, 90301
MARCUSE, Barbara H. City College of New York 072-40-9885	1253 St. Nicholas Avenue New York, New York, 10032
MELLOW, Thomas A. University of Scranton 178-34-2850	315 Delaware Street Forest City, Pennsylvania, 18421
METTENBRINK, Marilyn Martha Marymount College 505-56-5481	115 East Nineteenth Grand Island, Nebraska, 68801
MICHAEL, Michele Corinne U of Cal, Santa Barbara 320-36-6918	2613 E. Pearson Avenue Fullerton, California, 92631
MILLS, Cathleen Ann Baldwin-Wallace College 279-38-2112	881 Gaylord Grove Road Cuyahoga Falls, Ohio, 44221
NICHOL, William Thomas Carleton College 343-36-8353	2519 Crawford Avenue Evanston, Illinois, 60201
PECTOL, Gil Colin Cal State College-Fullerton 555-56-7539	1009 S. Harbor, Lyn Via 77 Anaheim, California, 92805
PITSCHMANN, Louis Alvin Gannon College 280-42-2737	11458 Bass Lake Road Chardon, Ohio, 44024
POPP, Janice C. Lewis & Clark College 543-44-4109	9305 S. E. Harney Court Portland, Oregon, 97266
SANDALLS, Helen Milo Wellesley College 237-74-9765	Foreign Svc. Mail Room F. S. Lounge, Dept. of State Washington, D. C.
SANDBERG, Karl S., Jr. MacMurray College 351-36-9603	R. R. 1, Box 34 Naperville, Illinois, 60540

SCHMID, Gloria Mae College of St. Catherine 447-48-4896	2084 Juliet Avenue St. Paul, Minnesota, 55105
THOMAS, Susan Lee Bryn Mawr College 171-36-8354	70 South Fourth Street Hamburg, Pennsylvania, 19526
THOMPSON, Mary Melinda Ohio Wesleyan University 148-36-4213	46 Pleasant View Drive Wayne, New Jersey, 07470
TOMA, Julius Otto Southwestern at Memphis 408-74-1252	3029 Dumbarton Road Memphis, Tennessee, 38128
TUCKER, Frances Priscilla Western Washington State 539-44-2120	268 S. E. Weir Street Camas, Washington, 98607
WHEELER, (Joan) Candy Oberlin College 470-58-5750	1809 Irving Avenue South Minneapolis, Minnesota, 55403
WHITESELL, Rocman Earlham College 303-50-7823	1830 Middleboro Pike Richmond, Indiana, 47374
WILLIS, Judith Ann Wellesley College 137-38-2552	169 S. Spring Mill Road Villanova, Pennsylvania, 19085

Geographical Distribution of Applicants and Participants

State	Applicants	Participants
Alabama	1	-
Arizona	1	-
Arkansas	1	-
California	26	10
Colorado	1	1
Connecticut	3	-
Illinois	7	3
Indiana	2	1
Iowa	4	-
Kansas	7	2
Maine	1	-
Massachusetts	3	2
Michigan	6	1
Minnesota	7	3
Montana	1	-
Nebraska	1	-
New Jersey	2	2
New York	20	4
North Carolina	2	-
Ohio	14	4
Oregon	4	2
Pennsylvania	11	3
South Carolina	3	1
South Dakota	3	-
Tennessee	1	1
Texas	2	-
Utah	7	1
Washington (State)	2	1
Washington, D. C.	1	-
West Virginia	1	1
Wisconsin	2	1
	147	44

STATISTICAL REPORT

(Duplicate of Report Furnished to Measurement Research Center on May 10, 1966)

1.	Approximate number of inquiries.	489
2.	Number of applications (sets) sent.	179
3.	Number of completed applications returned.*	147
4.	Number of first rank applicants (that pool of applicants who were well-qualified for your Institute, whether or not they were offered admission).	133
5.	How many applicants were offered admission and declined?	2
6.	How many applicants were offered admission and accepted? (i.e., the number of billets in your Institute).	44

*Include here also all individuals on whom decisions were made to accept or reject them on the basis of receipt of only Part I or of only Part II, as well as all individuals who returned both forms.

ORIENTATION PROGRAM SCHEDULE

Thursday June 23	**11:00 a.m. to 3:00 p.m.**	**Registration.**	**Sierra Hall**
	8:30 p.m.	**Orientation Meeting.**	**Fine Arts 1616**
Friday June 24	**8:00 a.m. to 10:00 a.m.**	**MLA Proficiency Test No. 1 (Applied Linguistics, Culture and Civilization, Professional Preparation).**	**Fine Arts 1616**
	10:15 a.m.	**MLA Proficiency Test No. 3 (Listening Comprehension and Speaking), Students whose last name begins with A-K.**	**Fine Arts 2331**
	11:15 a.m.	**MLA Proficiency Test No. 3 (Listening Comprehension and Speaking), Students whose last name begins with L-W.**	**Fine Arts 2331**
	1:00 p.m.	**Individual interviews to determine section placement. Please report promptly at the time indicated below:** **First letter of last name** **A-G: 1:00 p.m.** **H-K: 2:00 p.m.**	**Humanities 200E**
	3:30 p.m.	**Payment of first checks.**	**Sierra Hall**
	4:00 p.m.	**Purchase of books.**	**UCI Student Store**
	7:45 p.m.	**FILM: The Nature of Language and Modern Techniques in Foreign Language Teaching.**	**Fine Arts 1616**
Saturday June 25	**8:00 a.m.**	**MLA Proficiency Test No. 2 (Reading and Writing)**	**Fine Arts 1616**
	10:00 a.m.	**Individual interviews continue. Please report promptly at the time indicated below:** **First letter of last name** **L-N: 10:00 a.m.** **O-S: 10:45 a.m.** **T-W: 11:30 a.m.**	**Humanities 200E**

UNIVERSITY OF CALIFORNIA, IRVINE
NDEA SUMMER LANGUAGE INSTITUTE
1966

CLASS SCHEDULE

8:00 - 8:50	Demonstration Class I	Mr. Mathieu	FA 2421
9:00 - 9:50	Demonstration Class II	Mr. Mathieu	FA 2421
10:00 - 10:50	Professional Preparation	Mr. Mathieu	FA 2421
11:00 - 11:50	Oral Expression, Section I	Mr. Pelters	FA 2111
	" " Section II	Miss Frede	FA 2117
	" " Section III	Mrs. Anderson	FA 2121
	" " Section IV	Mrs. Werny	FA 2139
	" " Section V	Miss Labrentz	FA 2147
	" " Section VI	Mr. Sorensen	FA 2155
12:00 - 1:00	Lunch		
1:10 - 2:00	Applied Linguistics	Mr. Penzl	FA 1616
2:10 - 3:00	Guided Composition, Section I	Mr. Pelters	FA 2131
	" " Section II	Miss Frede	FA 2139
	" " Section III	Mrs. Anderson	FA 2147
	" " Section IV	Mr. Sorensen	FA 2155
3:10 - 4:00	German Culture and Civilization	Mr. Meyer	FA 1616
4:10 - 4:40	*Guided Conversation, Section I	Mr. Pelters	FA 2111
	" " Section II	Miss Frede	FA 2117
	" " Section III	Mrs. Anderson	FA 2121
	" " Section IV	Mrs. Werny	FA 2139
	" " Section V	Miss Labrentz	FA 2147
	" " Section VI	Mr. Sorensen	FA 2155

* This class will meet only Monday, Wednesday, and Friday. On Tuesday and Thursday the students will attend the German Pronunciation Clinic, as needed.

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EVENING PROGRAM
Revised 7-7-66

DATE	EVENT	TIME	PLACE
Fri. 6/24	FILM - The Nature of Language.	7:45	FA 1616
Tues. 6/28	FILM - Träumende Lippen	7:45	FA 1616
Thurs. 6/30	LECTURE - Dr. Irene Weinrowsky, German Cultural Attache, Deutschland heute	7:45	FA 1616
Tues. 7/5	FILM - Buddenbrooks I	7:45	SLH
Thurs. 7/7	LECTURE - Dr. Marcus Lion, Austrian Consul, Das heutige Oesterreich	7:15	FA 1616
Tues. 7/12	FILM - Buddenbrooks II	7:45	SLH
Thurs. 7/14	LECTURE - Dr. Wilm Pelters, University of California, Irvine, Deutsche Kunst im 16. u. 17. Jahrhundert	7:15	FA 1616
Tues. 7/19	FILM - Die Bekenntnisse des Hochstaplers Felix Krull	7:45	SLH
Thurs. 7/21	LECTURE - Dr. Richard Exner, University of California, Santa Barbara, Zur modernen deutschen Poesie.	7:15	FA 1616
Tues. 7/26	FILM - New Techniques in FL Teaching	7:45	FA 1616
Thurs. 7/28	LECTURE - Dr. Jost Hermand, University of Wisconsin, Napoleon im Biedermeier	7:15	FA 1616
Tues. 8/2	FILM - Rose Berndt	7:45	SLH
Thurs. Aug. 4	LECTURE - Mrs. I. Desenberg, Deutsche Kunst vom Barock zur Gegenwart	7:15	FA 1616
Tues. 8/9	ARSCHIEDSFEIER		

Angewandte Sprachwissenschaft

Prof. H. Penzl

1. Woche

Montag 27. Juni	Einleitendes: Aufbau des Kurses. Angewandte Sprachwissenschaft und Pädagogik. Aufgabe: Marchand 0.3 - 0.4.
Dienstag 28. Juni	Die deutschen Satztypen. Aufgabe: Marchand 0.7, 1.0 - 1.01.3.
Donnerstag 30. Juni	Allgemeine Phonetik: die Konsonanten. Aufgabe: Moulton, Kapitel 1 und 2.
Freitag 1. Juli	Die Konsonanten des Englischen. Aufgabe: Moulton, Kapitel 3, Marchand 3.0 - 3.14.

2. Woche

Dienstag 5. Juli	Die Konsonanten des Deutschen. Kontrastierende Analyse. Aufgabe: Moulton, Kapitel 4 und 5.1 - 5.6.
Donnerstag 7. Juli	Die Konsonanten des Deutschen u. Englischen. Aufgabe: Moulton 5.7 - 5.14.
Freitag 8. Juli	Allgemeine Phonetik: die Vokale. Kleine Übung. Aufgabe: Moulton, Kapitel 6.

3. Woche

Montag 11. Juli	Die Vokale des Deutschen. Aufgabe: Moulton, Kapitel 7.
Dienstag 12. Juli	Die Vokale des Englischen. Aufgabe: Moulton, Kapitel 8.
Donnerstag 14. Juli	Kontrastierende Analyse der Vokale des Deutschen und Englischen. Aufgabe: Moulton, Kapitel 9.
Freitag 15. Juli	Der Akzent im Deutschen. Kurze Prüfung. Aufgabe: Moulton, Kapitel 10.

4. Woche

Montag 18. Juli	Intonation und Anschluss im Deutschen. Aufgabe: Moulton, Kapitel 11 und 12.
Dienstag 19. Juli	Morphologie der deutschen nominalen Wortarten (Substantiv, Adjektiv, Pronomen). Aufgabe: Marchand 2.0 - 2.27 und 2.37 - 2.42.
Donnerstag 21. Juli	Morphologie des Verbs. Aufgabe: Marchand 2.30 - 2.34.
Freitag 22. Juli	Das Verb (Fortsetzung). Kleine Übung. Aufgabe: Marchand 2.35 - 2.36.

5. Woche

Montag 25. Juli	Adverb und nichtflektierende Wortarten im Deutschen. Orthographie des Deutschen. Aufgabe: Marchand 2.50 - 2.55, 3.50 - 3.71.
Dienstag 26. Juli	Syntax. Aufgabe: Marchand 1.10 - 1.17c.
Donnerstag 28. Juli	Syntax. Aufgabe: Marchand 1.18, 1.20 und 1.21.
Freitag 29. Juli	Syntax. Kleine Übung. Aufgabe: Marchand 1.19, 1.30.

6. Wochen

Montag 1. August	Wiederholung: Analyse des deutschen Satzes.
Dienstag 2. August	Zur Geschichte der deutschen Sprache (Historischer Überblick).
Donnerstag 4. August	Zur Geschichte der deutschen Sprache (Fortsetzung).
Freitag 5. August	Wiederholung des Kursinhalts.